

FINAL QUESTIONS FROM AERFP:

Q1) How do we classify the ESL population with the grade level requirements? Can you provide guidance on this?

A.1) ESL should be classified in the category of Grade Level 0 – 8.

Q2.) How should we should report the "Skill Level" of adult learners who may already have a high school diploma, but who are targeted by priority areas 1.3 (i.e., incumbent worker career ladders) and 2.2 (i.e., foreign-credentialed professionals)? The only options identified in the application package are Grade Level 0-8, Grade Level 9-12, or LEP.

A2.) Native-born individuals should use grade level range equivalent to the educational functioning level regardless of any credentials received. (Basic Lit & ABE – Grade Level 0 – 8 and ASE Grade Level 9 – 12). Foreign-credentialed professionals who are receiving ESL services should be classified in the 0 – 8 category.

Q3.) If a program does not apply – or applies but is not funded – this year, is the program eligible to apply, or re-apply, next year or must we wait until the 3-year cycle is over?

A3.) The program would be eligible at the next open competition, whenever that would be.

Q4.) With regard to the last paragraph on page 15: Does each participant have to receive at least 4 hours of instruction per week for the entire program year? And how is the 6,000 hours or more planned student/participant hours calculated?

A4.) The priority is for the student to be offered at least 4 hours of instruction per week for 30 or more weeks per year. This formula allows for at least 120 hours per student. The figure of 6,000 is the 120 hours multiplied by the 50 eligible participants.

Q5.) With regard to the first bullet on page 28 (same question regarding number of hours and duration of services): Does this mean that programs are required to plan a continuous 30 weeks of instruction that all participants must complete? What if four 12 – 16-week sessions are planned with specific start and completion dates? Also, what is the exception for work-based learning projects with regard to this rule?

A5.) If a 12 – 16 week program design meets the needs of your population and target outcomes, it is fine. Work Based project learning could fall under this category and is defined as a program in which the student acquires the skills taught in a short-term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours duration.

Q6.) With regard to the chart on pg 52: What does the term "institutionalized" mean?

A6.) The term institutionalized means an adult who is an inmate, patient or resident of a penal institution, jail reformatory, detention center, shelter, residential training school, orphanage, general or special institution or hospital or an adult in a residential school for the physically or mentally handicapped.

Q7.) I'm not sure about the table on page 52 - cost breakdown, and, after the four bullet points, a grid with "disabled" and "institutionalized". Is this grid meant to specify allocation for adults with any/all disabilities? A colleague suggests that institutionalized

means incarcerated (I was trying to not have to post yet another question)., but I'm not clear about the grid. I assume for the Deaf Literacy Program, everyone would be "disabled"?

A7.) See answer above regarding institutional. Disabled adults are adults with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, Includes walking seeing, hearing, speaking learning and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedic ally impaired and adults with other health impairments or specific learning disabilities.

Q8.) Can you roll over unused funds to the next year?

A8.) No.

Q9.) In regard to questions in Section 4 of the application Services/Approach: Could you define and provide one or two examples of "engagement" and of "delivery" strategies? Also, how do engagement and delivery strategies differ from "essential elements"?

A9.) Engagement is related to your recruitment and persistence strategy. Delivery refers to the learning options and instructional practice. The essential elements are listed on page 19 and 20 of the Call for Investment Proposals.

Q10.) Pg. 33 of the Call for Investment Proposals instructs applicants to complete one Section A per agency and a separate Section B for each investment area addressed; however, Q and A 12 says one Section A and one Section B per outcome. I'm pretty sure it's one Section A, period, then multiple Section B, but I want to clarify.

A10.) You are correct. It is one Section A and then multiple Section B.

Q11.) Would you please explain the chart (amount requested for this component) on Page 55 again? In other words....Are the Disabled and Institutionalized columns, subsets of the totals columns? Is the line "#Limited English Proficient of Total" a subset of the two lines above it?

A11.) Yes, the Disabled and Institutionalized are subsets of the total. Yes, the #Limited English Proficient or Total is a subset of the lines above it.

Q12.) Suppose an agency were to submit 2 applications for the same priority area; say the agency had 2 sites. Would this be acceptable?

A12.) This would only be necessary if the two sites were substantially different and required a discrete design that would require different targets, milestones and outcomes.

Q13.) It's possible that the program for which I am seeking funding might expand in years two and three. I'm not sure that this will happen, and so hesitate to include a budget for this expansion (additional classes, possibly an additional site). Is it OK to reference in the narrative that this is being considered and then, if funded, return to RIDE at the end of year 1 to re-consider a budget?

A13.) The annual renewal and ongoing amendment process may address this issue. For the purposes of this application, the annual budget for three years should be the same.

Q14.) In the Family Literacy section, Agency targets include outcomes for children whose families are enrolled in an integrated family literacy program. If the applicant is

not a Head Start, Even Start, or school-based agency, is that agency expected to report on outcomes for children whose parents are participants in a family literacy program?

A14.) The Family Literacy priority area indicates that the objective is increasing the educational performance of both parents and children.

Q15.) Are community based organizations eligible to apply under the Family Literacy Investment Area 2.1?

A15.) If the agency is an eligible provider as defined on page 18 of the Call for Investment, they can apply for any investment priority.

Q16.) We are thinking of offering a class that might be of interest to workers who live outside of our region. Is it OK to serve people who don't live in your region?

A16.) Yes.

Q17.) Would financial supports be an allowable expense under post-placement supports? I'm thinking of things like bus passes so someone can continue to get to work if his/her car breaks down, help with uniform expenses and similar things like that.

A17.) No. This would be a good candidate for matching resources.

Q18.) The message from RIDE has been one of encouraging new service providers to join the state network. However, item #2 on page 19 states that awarding of grants will be based on the past effectiveness of a provider in improving literacy skills of learners. Does this mean that an organization should not apply if they have never applied for or been funded to do literacy programming. How will this be viewed so it is not a disadvantage?

A18.) Title II of the Workforce Investment Act of 1998 requires that the past effectiveness of an eligible provider be considered. This is not to discourage service providers who are not currently funded by RIDE from applying to the Call for Investment Proposals. The Selection Criteria on page 36 of the Call for Investment Proposals further defines how the applicant will be evaluated on experience and readiness. RIDE knows that many agencies have experience providing adult education services or working with the adult education target population outside of its current group of funded agencies. These agencies can apply and should provide evidence of demonstrated effectiveness using data available to them.

Q19.) Does the Priority Area 2.2 on page 25 have to include ESL? Can a program provide literacy, numeracy, and workforce literacy services to under-served and at-risk African American and Caucasian individuals and families who do not need ESL services?

A19.) The Priority Area 2.2 does not have to include ESL.

Q20.) Are we required to serve a minimum of 50 people for this proposal?

A20.) To ensure adequate resources to deliver outcomes and efficiency, it is our priority to make grants that will allow all eligible providers to be successful. While all funding requests from eligible providers will be considered, priority consideration will be given to proposals that target at least 50 participants per year, where each participant will be offered a minimum of 120 hours of instruction per year. Put differently, if an agency proposes a program in response to a specific investment area and that proposed program has capacity to serve less than 50 persons, then the proposed program will be considered and reviewed but the applicant should be aware that priority consideration will be given to programs that have capacity to serve at least 50 persons

Q21.) Can the base amount of \$40,000 be used unrestricted?

A21.) Yes, as long as the expenditures are allowable.

Q22.) On page 61, there is a space for "Essential elements of your design addressing the elements included in AEFLA Section 231(e). When researching this, I found section 231 (e) to state: SPECIAL RULE- Eligible providers may use grant funds under this title to serve children participating in family literacy programs assisted under this part, provided that other sources of funds available to provide similar services for such children are used first. Is this the correct section? If not, can you post a link to the text of the right version?

A22.) Page 19 and 20 list the essential elements of consideration from the Adult Education and Family Literacy Act, 231(e).